DOCUMENT RESUME

ED 100 379 IR 001 479

AUTHOR	Pearson, Robert H.
TITLE	The Role of the School Media Center in Instructional Development. Technical Report No. 74-11-1.
INSTITUTION	Instructional Science Associates, Madison, Wis.
REPORT NO	TR-74-11-1
PUB DATE	74
NOTE	63p.
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	Accreditation (Institutions); *Audiovisual Centers; Elementary Education; Evaluation; Field Studies; Instructional Design; *Instructional Improvement; Instructional Innovation; *Instructional Materials Centers; *Instructional Media; Library Education; Library Role; Literature Reviews; *Media Specialists; Media Technology; School Libraries; School Surveys; Standards; Teacher Education

ABSTRACT

To determine the extent of involvement of media specialists in instructional development, a study was organized encompassing: (1) a review of recent studies, (2) a field survey, and (3) a literature review. Studies in library Education, standards and accreditation, and teacher education confirmed the change in media center and media personnel functions, as did the literature review. The field survey of elementary school media centers showed that approximately 75 percent performed instructional development. The study concludes that media centers will be increasingly involved in planning instructional support, participation in instructional design, implementing instruction, evaluation, and staff development. (SK)

BEST COPY AVAILABLE

TR74-11-1

Robert H. Pearson

THE ROLE OF THE SCHOOL MEDIA CENTER IN INSTRUCTIONAL DEVELOPMENT

IR001479

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

©Copyright 1974 by Instructional Sciences Associates. No part of this publication may be reproduced or used in any form without permission of the publisher. Printed in the United States of America and published by Instructional Science Associates, 5 South Yellowstone Drive, Madison Wisconsin 53705.

ED100579

TR74-11-1

THE ROLE OF THE SCHOOL MEDIA CENTER IN INSTRUCTIONAL DEVELOPMENT

by

Robert H. Pearson, Ph. D
University of Wisconsin-Madison

1974

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

INSTRUCTIONAL SCIENCE ASSOCIATES

ABSTRACT

In addition to a name and function change, the school media centers and media specialists have moved from a support role to a role integrated into the curriculum. In addition, new tasks are being performed and one of these is the task of instructional development.

In order to determine the involvement of media specialist in instructional development, a study was organized into three elements: (1) a review of recent studies; (2) a field survey; and (3) a literature review.

Studies in library education, standards and accreditation, and teacher education confirm the change in media center and media personnel functions. In addition, the development of a systematic approach to teaching in elementary schools, IGE/MUS, utilized media center personnel for instructional development.

In a survey of elementary school media centers it was found that approximately 75 percent of the media specialist performed instructional development. Although not conclusive, the survey verified earlier task analysis studies.

Instructional development is a new area of emphasis in school media centers and it is integrated into the media center program as an instructional element rather than as a service. Instructional development is composed of the broad areas of : (1) planning instructional support; (2) participating in instructional design; (3) implementing instruction; (4) evaluation; and (5) instruction and staff development. It is suggested that instructional development will be the emphasis of the school media center of the future.

ACKNOWLEDGEMENTS

The author is indebted to individuals who motivated the interest in this study as well as an interest in the area of library education and school librarianship. Appreciation is acknowledged to Professor Herbert J. Klausmeier, former Director of the Wisconsin Research and Development Center for Cognitive Learning for the background and resources made available in individually guided education, and the multiunit school. The effort of Professor Margaret E. Monroe of the University of Wisconsin Library School for an awareness of the transfer of training from a teacher educator background to that of library education.

RHP

TABLE OF CONTENTS

	Page
PROBLEM STATEMENT	1
RECENT STUDIES	3
FIELD SURVEY	11
INSTRUCTIONAL DEVELOPMENT	13
SUMMARY	20
APPENDIX	
A. Terminology	21
B. Elementary School Media Center Tasks Related to Educational Program Development	26
C. Competency-Based Job Functions as Task Statements on Areas of Learning and Learning Environment....	27
D. Competencies for Specialists in Instructional Development	31
E. Public Schools Implementing Multiunit Schools	35
F. Field Survey Questionnaire	47
G. Instructional Support Planning Outline	48
H. Instructional Design Services ..	52
REFERENCES	54

LIST OF ILLUSTRATIONS

FIGURE		Page
1.	Multiunit School Organization...	7
2.	Survey Question Replies.....	12
3.	School Media Center Functions...	14
4.	School Media Center Elements ...	15

STATEMENT OF THE PROBLEM

"Change is always hard to see...especially when you're part of it"...(School Library Manpower Project, 1970, p.1) seems to be the theme for a number of recent studies on what school personnel do in school libraries. Indeed the changes in school architecture, curriculum, instructional strategies, and staffing patterns also have manifested themselves in school libraries. The most apparent change in school librarianship has been name changes. School librarians and audiovisual personnel now are called media specialist and the school library is now designated the school media center. The new names reflect the new function and emphasis of school media centers but another change is occuring which is not as apparent. This change is the moving away of the school media center from only a role of instructional support to that of an integral part of the curriculum, and a role of curriculum and instructional development. It is this school media center role in instructional development that is the purpose of this study.

STUDY NEED

In order for those involved in library education to respond to the needs of their instructional product, a variety of information is needed from the field. One element of needed field information is the trend in the utilization of media specialist in school media centers. Although the identification of the media specialist with the classroom teacher and in curriculum planning is not a recent development, the involvement of media specialist in the area of instructional development clearly represents a new trend in library education.

STUDY PURPOSE

The principal purpose of the study was to identify the parameter of involvement of the media specialist in instructional development. This was done through a literature review and a field sampling.

STUDY DESIGN

The study was organized into three elements:

- A review of studies on the involvement of media specialist in instructional development
- A survey of media specialist from a sample school population to determine the extent of involvement in instructional development
- A review of literature on instructional development in school media centers

TERMINOLOGY

In order to maintain consistency, nomenclature and terms gathered from various sources was modified to comply with the terminology identified in Appendix A.

RECENT STUDIES

The performance of instructional development by media specialist in school media centers has been identified in recent related studies in three different professional areas.

- Library Education
- Teacher Education
- School Standards and Accreditation

The direct relationship of these studies was to identify what tasks school media center personnel are performing, develop certification and accreditation guidelines based on these functions, and the development of systematic methods ff instruction for incorporation into school programs.

MEDIA PERSONNEL

The School Library Manpower Project was a five-year study funded by the Knapp Foundation of North Carolina, Inc. The study was concluded in August of 1973. The project suggested that the school library profession seek new ways to recruit library personnel, study more effective ways to educate them in their field of specializaiion, and determine how these persons can best be utilized in school programs. Thus, the study not only provided the school library profession, but the total field of librarianship with an opportunity to study vital questions and seek new solutions through the implementation and evaluation of a variety of innovative approaches in school library education.

The School Library Manpower Project was structured into two distinct phases. Phase I was concerned with change and its effect upon the future of school librarianship. The first purpose was to study the roles and functions of school library personnel in order to develop new occupational definitions. The second purpose was to provide recommendations for implementing experimental school library education programs in Phase II. Phase II was completed during the final three years of the study and is beyond the scope of this study (Case & Lowery, 1971, p.98).

The documentation of the School Manpower Project resulted in a series of systematic publications that could be used as a focus for library education curriculum improvement. These publications are:

- School Library Personnel Task Analysis Survey
- Occupational Definitions for School Library Media Personnel
- Behavorial Requirements Analysis Checklist: A Compilation of Competency-Based Job Function and Task Statements for School Library Personnel

Competency areas reflected in the documentation provide a point of departure from what presently exists in the traditional curriculum to the development of objectives needed to assure the stated capabilities within the framework of a new performance-based curriculum (Lowery, 1971, p.28).

The seven areas of competencies for education of the media specialist as identified in the final report were:

- Media
- Human Behavior: Development and Interaction
- Learning and Learning Environment
- Professionalism
- Planning and Evaluation
- Management
- Research (School Library Manpower Project, pp. 53-69, 1970)

It is the area of learning and learning environment which suggests what would be a new trend at that time -- instructional development in school media centers. This area is defined as:

> Learning and learning environment consists of the knowledge, abilities and attitudes associated with curriculum; learning theories as they relate to human growth and behavior; and strategies for teaching and learning within the life-space of the individual, recognizing the home and the total community as contributing elements in his education (School Library Manpower Project, pp. 53-69, 1970).

The identification of instructional development tasks performed by media personnel were determined from task survey questions on educational program development as found in appendix B. The further development of the task survey into competency-based job and task statements for library education academic programs may be found in appendix C.

CERTIFICATION AND ACCREDITATION

Concurrent with the identification and documentation of tasks and functions performed by media specialist and school media centers were the development guidelines and benchmarks against which media programs could be measured. New guidelines for the evaluation of school media programs have been jointly prepared by the elements of the American Library Association and the Association of Educational Communications and Technology (ALA/AECT) and the publication will be available early in 1975. These guidelines recognize the trend of the function of school media centers moving away from only instructional support to a total integration of the media program into the curriculum.

> In all curriculum areas teachers and students seek information on appropriate levels and in suitable formats. They benefit from formal and informal assistance in using learning resources and designing and producing materials to achieve their objectives. Media professionals work with teachers to develop and implement curriculum design and they monitor many curricular activities of students to give them a basis for making such decisions.

The curriculum and instructional development task involvement is further implied when the media specialist is identified.

> A media specialist has broad professional preparation in education and media, has appropriate certification, and possesses the competencies to initiate and implement a media program. The media specialist holds a master's degree in media from a program that combines library and information science, educational communications and technology, and curriculum.

The area of curriculum identifies additional expertise which is further identified for special consideration as "initiating and participating in curriculum development and implementation" (Media Programs: District and School, 1975, p. 4,5 & 17).

Even more detailed are competencies for media specialist in instructional development which are partially indicated in appendix D. These competencies were developed on a task-oriented basis for the Association of Educational

Communications and Technology and are consistent with the School Library Manpower Project approach.

SYSTEMATIC INSTRUCTION

As school media personnel have been concerned with their changing role in school program development, teacher educators also have been changing the methods of teaching and instructional strategies of the schools. These changes have been rendered through the systematic analysis of instructional objectives and by the evaluation of instructional product outcomes.

One outstanding instructional system for the elementary grades is Individually Guided Education. Individually Guided Education (IGE) differs from other individualized approaches to instructional improvement in that it is a comprehensive system. The system is first concerned with changing the organization for instruction and the related staffing patterns so that instructional improvements can occur. The new organizational arrangement, devised to replace age-graded, self-contained classrooms, is known as the multiunit school (MUS). The success of the IGE/MUS is indicated by the support of the Kettering Foundation and the U.S. Office of Education. Through the funds provided by these organizations more than 1,000 elementary schools throughout the country have adopted or are implementing the IGE/MUS system (Individually guided education, 1973, pp. 3-6).

Organizational Arrangements

The MUS is designed to produce an environment in which instructional programming and the other components of IGE can be introduced and refined. Figure 1 illustrates organization of an MUS of 400 to 600 students. Variations from the organization are made in terms of the number of students enrolled in the school, the availability of non-certified personnel, the size of the school district, and the like. The organizational hierarchy consists of interrelated groups at three distinct levels of operation.

- Classroom Level - Instructional and Research Unit (I&R)
- School Level - Instructional Improvement Committee (IIC)
- District Level - Systematic Policy Committee (SPC)

Each of the first two levels is itself a hierarchial structure

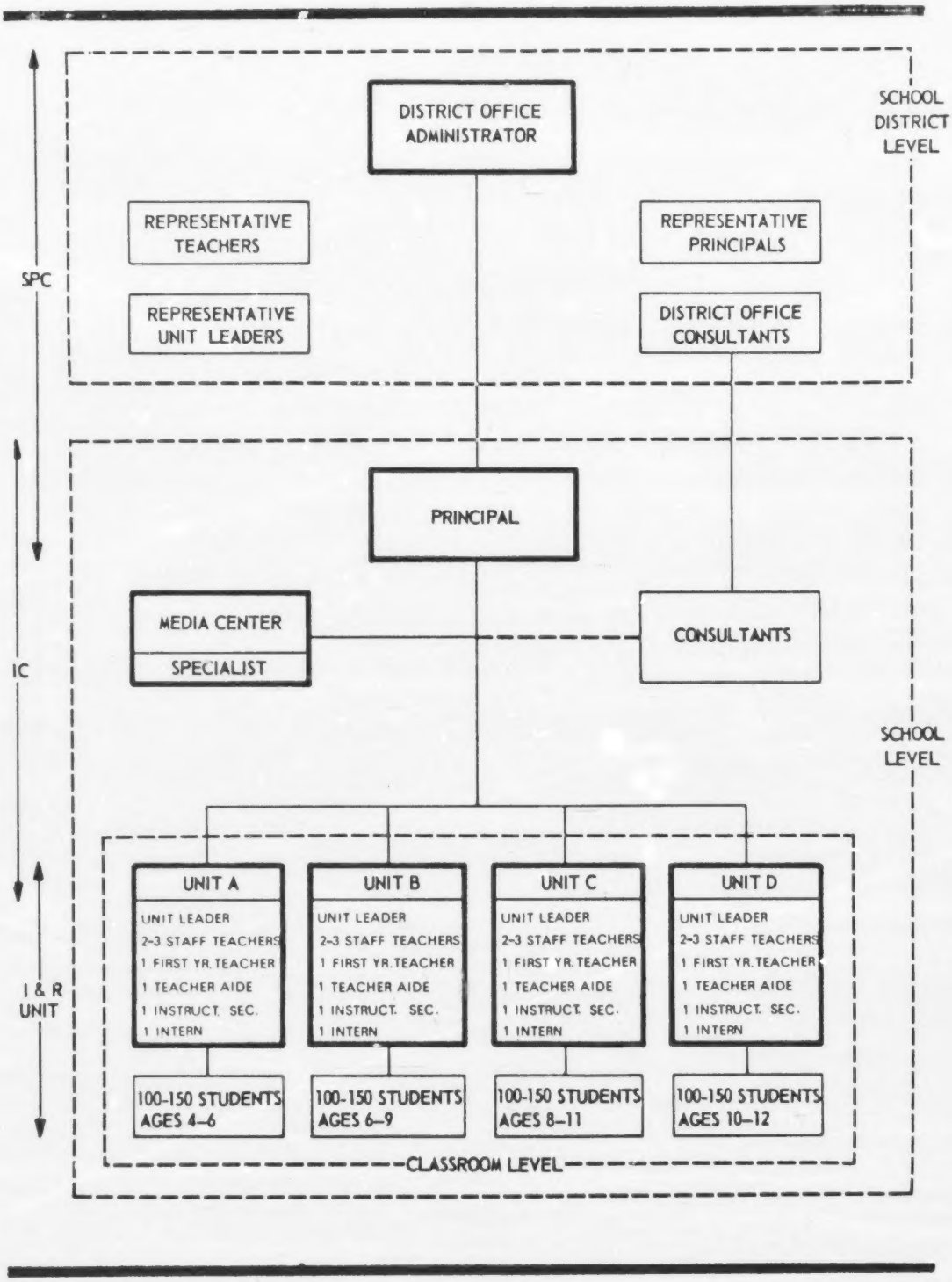


Figure 1. Multiunit School Organization

with clearly defined roles for personnel. The MUS is designed to provide for accountability and responsible participation in decision-making by all the staff of a school district. Each element, while taking the initiative for certain decisions, must secure information from one or both of the other elements. Personnel who serve at each of two levels provide the communication link.

Instructional and Research Unit

The nongraded I&R unit replaces the age-graded, self-contained classroom. Research is included in the title to reflect the fact that the staff must continuously do practical research in order to devise and evaluate an instructional program appropriate for each student. Each unit has a unit leader, or lead teacher, two or three staff teachers, one first-year or resident teacher, one instructional secretary, one intern, and 100 to 150 students. The main function of each unit is to plan, carry out, and evaluate instructional programs for the students of the unit.

Instructional Improvement Committee

At the second level of organization is the IIC which is comprised of the building principal and the I&R unit leaders. The four main functions for which the IIC takes primary initiative are:

- Stating the educational objectives and outlining the educational program for the entire school; interpreting and implementing district wide and state wide policies that affect the educational program of the school.
- Coordinating the activities of the I&R units to achieve continuity in all curriculum areas; and arranging for the use of facilities, time, material, etc., that the units do not manage independently

Thus, the IIC deals primarily with planning and coordinating functions related to instruction.

Systemwide Policy Committee

Substantial changes are required to move from the self-contained classroom organization to that of the I&R unit and the IIC. The SPC, at the third organizational level, was created to facilitate this transition. The committee, chaired by the district administrator, or his designee, includes

consultants and school district office staff, and representative principals, unit leaders, and teachers. Four decision-making and facilitative responsibilities for which the SPC takes primary initiative are:

- Identifying the functions to be performed in each MUS of the district; recruiting personnel for each MUS and arranging for their inservice education.
- Providing instructional materials and disseminating relevant information within the district and community

A district office arrangement other than an SPC may be responsible for these functions; considerable flexibility is required since local school districts differ greatly in size and other characteristics.

Differentiated Roles

Unlike some differentiated staffing programs that create a complex hierarchy and call for a proliferation of new roles and titles for personnel, the multiunit organizational pattern establishes only one new position, that of unit leader or lead teacher. Other roles are also integrated into the unit -- such as the teacher aide, instructional secretary, and intern. The multiunit pattern does not preclude the use of special teachers, consultants, and supervisors-consultants in new and specialized roles. One such role is that associated with the selection, utilization, and evaluation of instructional media (Klausmeier and others, 1971, pp. 20-23).

Media Specialist

The school media center and media specialist is essentially an administrator, for the function involves little or no direct teaching on a regular basis. The major functions are to give leadership and direction to the instructional program by providing teachers with the selection and development of instructional materials and teaching suggestions. In addition, the media specialist conducts inservice programs to help the teachers improve their competencies, skills, and understandings, develops curriculum guides and outlines, and provides demonstration teaching when appropriate (Petzold, 1974).

Instructional Development

A substantial portion of the content and sequence of various curriculum areas is incorporated in instructional media. The objectives of IGE and the nature of instructional programming require that high quality, tested curriculum media be available to local schools. Commercial media that achieves the desired instructional objectives are purchased. Commercial media that can be modified to achieve the objectives are purchased and then modified. Media and materials to achieve instructional objectives are not available from a commercial source are developed and locally produced. This instructional development effort is coordinated by the media specialist and teachers are both encouraged and given released time to develop instructional media (Klausmeier and others, 1971, p. 27).

FIELD SURVEY

In order to determine the extent media specialist are involved in instructional development, a field survey of school media centers was performed. Because IGE/MUS at the elementary level seemed to offer a target population of schools with a learning environment which would encourage instructional development, a list of 179 school names and addresses from 11 states was compiled. This list is reflected in appendix E.

A questionnaire was prepared utilizing questions prepared for the School Library Manpower Project task analysis relative to educational program development in elementary school media centers. A copy of the questionnaire may be found in appendix F. Standard survey procedures were followed and the response was as follows:

- Total Questionnaires Sent 179
- Total Replies Received 132
  - Have no Media Center Reply 13
  - No longer an IGE/MUS Reply 23
- Total Valid Replies 96

Of the 179 questionnaires sent, 132 replied. Of these, 36 schools indicated either that their school had no media center or that they were no longer a IGE/MUS school and returned the questionnaire unanswered. Thus, the 96 replies from an adjusted target population of 143 schools represented a 67-percent response to the questionnaire.

Figure 2 illustrates the response to the individual questions. The questions are displayed in the order of the highest to the lowest percentage of possible responce to the question. It is not supiising that the largest group of positive responces were questions which dealt with the major tasks of media centers -- media center management and media coordination. It is also not surprising that the smallest group of positive responces were those questions which dealt with research and classroom observation. However, approximately 75 percent of the respondents indicated a positive reply to those questions directly dealing with curriculum and instructional development.

	QUESTION	No. Yes	Percent Yes
7.	Media Center & Materials Faculty Coordination	91	95%
5.	Media Center Objective Determination	87	91%
10.	Media Center/Teacher Topic Planning	87	91%
2.	Curriculum Committee Material Selection Assist.	85	89%
11.	Material & Equipment New Use Development	85	89%
3.	Curriculum Planning Teacher Assistance	82	85%
4.	Materials Equipment & Facility Evaluation	77	80%
6.	Long-Range Plan Development	76	79%
13.	Instructional Innovation Design	76	79%
1.	Curriculum Development Participation	69	72%
12.	Media Center Program Research Engagement	65	68%
9.	Team Teaching Participation	62	65%
8.	Classroom Observation	54	56%
	AVERAGE	77	80%

Figure 2. Survey Question Replies

INSTRUCTIONAL DEVELOPMENT

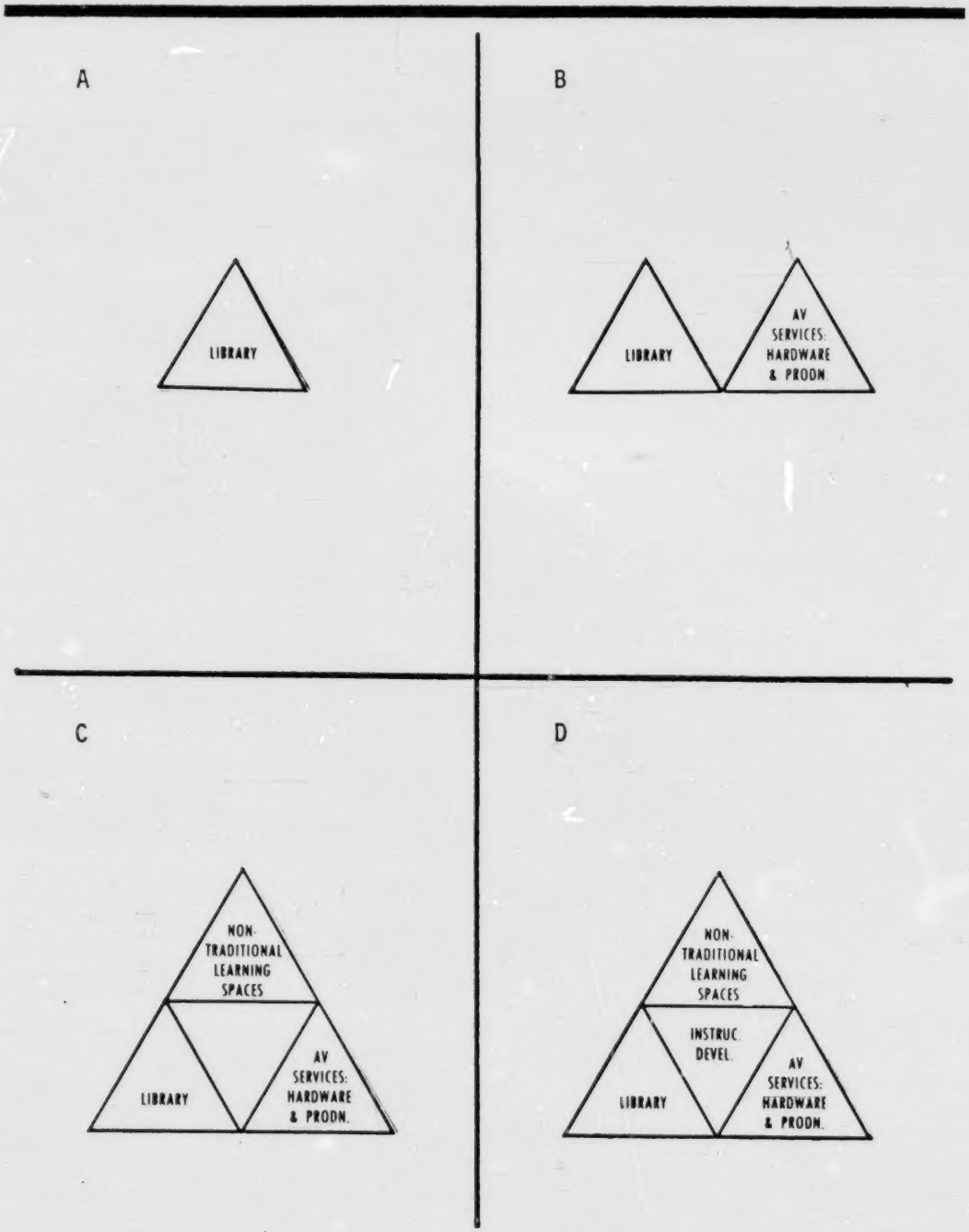
Although the term instructional development may not be as widely accepted or as popular as other terms, it does indeed identify a new area of emphasis in school media center programs. To better understand how instructional development is integrated into the school media program, it would be helpful to examine the concept of a learner-oriented school media center.

SCHOOL MEDIA CENTER

Historically, the movement toward school media centers has been a gradual, planned progression, beginning with libraries which placed emphasis on print media, reacted to requests, and provided services for a wide variety of users. As the communication field enlarged, the educational community demanded and received a wide variety of instructional nonprint media. Combined with libraries of print media, this audiovisual boom, with emphasis on development of new media through local production, resulted in the multi-media library or center. Concurrent with this development, it was recognized that nontraditional learning services and spaces were needed and the school media center was created. In this new organization, there is a combination of a library, an audiovisual program, nontraditional learning spaces, and instructional development. This movement has been from the library to the center with a library of media. In such a center the emphasis is on learning as both a product and a process. Within the center, with its media specialists working toward the improvement of learning, flexibility is a key asset. To understand this flexibility is to understand the concept of the media center and the following four major components

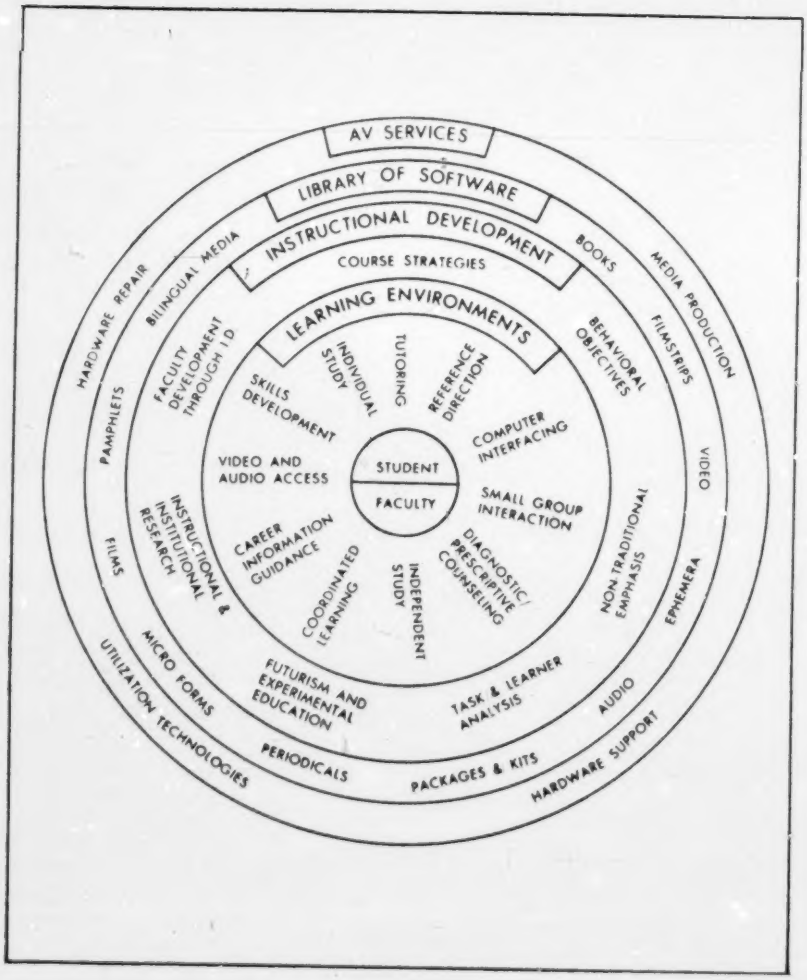
- Library
- Audiovisual Services
- Non-Traditional Learning Spaces
- Instructional Development

Figures 3 and 4 are presented as a model of the media center concept and a brief description of each follows.



Note: From Peterson, 1974, p. 36

Figure 3. School Media Center Functions



Note: From Peterson, 1974, p. 37

Figure 4. School Media Center Elements

Library

In a unified media center, budgetary and media format boundaries are eliminated. Money is available for collection building, the most appropriate media is purchased to meet the learning objectives. Thus, with one budget for print and nonprint media, an audiotape on noise pollution might be purchased rather than a book or magazine.

Audiovisual Services

Within the media center, such a service is defined by its support status. It provides the major classroom equipment support and provides a local production facility. It is equipped with the resources necessary to deliver instructional media in a variety of learning situations -- from large group instruction classroom to the individual learning carrel.

Non-Traditional Learning Spaces

The media center is a center for innovation and experimentation. Thus, if one school wishes to experiment with a tutorial center within its media center, it may do so. If the tutorial program is successful, it may continue. If not, it can be abondoned.

Instructional Development

This element of the media center provides for the school as a whole and for the media center itself. Within the media center ir may help in developing media for independent study program, for a library orientation class, for a skills program within the tutorial center, etc. An instructional development team may be composed of the media center's print specialist, a nonprint specialist, a learning specialist from the special education deparmment, a subject specialist from the teaching team, and an instructional development specialist (Peterson, 1974, p. 36).

INSTRUCTIONAL DEVELOPMENT MEDIA SPECIALIST

Instructional development is not new to school media centers. There has been a growing trend to involve the school library in curriculum development for as far back as 1932 attention was called to the relation between school curriculum expansion and the library. The trend, however, was confined to a few innovative schools where the librarian and principal closely worked together. From these pioneering schools the trend gradually spread to other schools, until by 1960 it had become a well-developed movement (Dane, 1962, p. 142).

School librarians seemed to be effective agents of curriculum change because of their close association and contact with teachers. This close contact seemed to be an advantage over supervisors and administrators in establishing a climate for change. The most important reason was the nature of responsibilities associated with the supervisor and principal position. The school librarian was not required to evaluate the performance of teachers and the role was that of an associate and resource (Shodik, 1962, p. 298 & 299). It was through this cooperative staff planning that the concept of the school library as an integral part of the instructional system was perceived. Teachers, long accustomed to getting along with more than a textbook, understood that they could expect more from the school library. In addition, school librarians realized that they must understand teachers needs and anticipate teachers' problems rather than be only a "keeper of books" (Swarthout, 1967, p. 38 & 39).

With the tradition of change agents, school libraries, now school media centers, and librarians, now media specialists have moved into more the specialized role of curriculum development -- now called instructional development. Instructional development media specialist work with teachers in helping them to clarify objectives of student performance, in developing the means to reach those objectives, and in evaluating the results. The media specialist is knowledgeable about the learning process and works closely with the school instructional program in the following broad areas:

- Planning Instructional Support
- Participating in Instructional Design
- Implementing Instruction
- Evaluation
- Instruction and Staff Development
  (Bickell, 1970, pp. 17-22)

Planning Instructional Support

There are two aspects to instructional support planning: general instructional development and the specific planning of school media center functions. Media specialist draw on the knowledge of subject disciplines, the work of psychologists, sociologists, psychiatrists, and others, endeavoring to make scientific research data available (Prostano, 1971, p. 216). Planning also is performed at two levels: at the school instructional program level and at the classroom level. Media specialist

plan at the program level by participation and inneraction at professional meetings. They participate at the classroom level by attending grade level or subject-area departmental meetings (Gillespie & Spirt, 1973, p. 31).

Many media specialist regularly attend the staff meetings at which the teachers plan programs for their students. Attending these planning sessions saves time, as they become aware of the needs of five or six teachers at once rather than of each singly. Media specialist thus assist the instructional program at the classroom level by collecting or making readily available the materials required for the students as indicated by the plans being made in the unit meeting. They are also able to indicate quickly the availability or lack of availability of materials which the staff indicates would be necessary for successful completion of the planned program (Glasrud, 1971, p. 18).

In addition to group meetings individual communication between the teacher and the media specialist is essential. The agenda or points that may be covered are numerous and complex. A suggested outline of possible planning topics is indicated in appendix G (Davies, 1974, pp. 57-60).

Participating in Instructional Design

It is the responsibility of the subject area curriculum committees for revising and restructuring courses of study. These committees are chaired by the department head from each subject area. A media specialist will serve as a contributing member of each subject area committee. In addition to participating in course analysis, evaluation, revision, and redesign, the media specialist will be called upon to provide the following special services for the subject area committee. These services are indicated in appendix H (Davies, 1974, p. 61 & 62).

In some instances the media specialist is requested to help develop instructional systems (Gillespie & Spirt, 1973, p. 31). In other instances media specialist work with a team to develop a series of correlated and integrated enrichment types of instructional programs. This allows large groups of students to have a choice of the kinds of activities they wish to pursue (Glasrud, 1971, p. 18).

Implementing Instruction

When the media specialist is involved in instructional development, the task of implementation is the responsibility of the on-going school instructional program. Schools that develop instructional methodologies

based on the extensive use of nonprint media rather than a traditional printed media orientation rely heavily on the school media center. If the media specialist has not been involved in instructional development or has not been effective in that capacity, the problems which arise in trying to relate new instructional methods to teachers and students become difficult.

The design and production of media is an integral part of the implementation phase of instructional development, although some work can be accomplished during the planning phase. At least one media design specialist should be available to assist teachers and students in the design of media, while the production effort will be performed by technicians. Much of the work accomplished will be a modification of existing media forms to meet the needs of the instructional objectives (Prostano & Prostano, 1971, p. 220 & 221).

Evaluation

A basic task of the media specialist in relation to the plan, design, and implementation of instruction is the continual evaluation of the adequacy and suitability of the media center to meet the needs of the instructional program. This is accomplished in the context of objectives set for the media center developed cooperatively by the media center personnel and the teaching staff and student committees (Prostano & Prostano, 1971, p. 221).

Instruction and Staff Development

This fundamental task is directed to the basic need of students and teachers to learn how to better utilize the media center in the teaching and learning process (Prostano & Prostano, 1971, p. 221). A continuous in-service training program for staff teachers should be provided to indicate the new materials and equipment which have been developed and procured, as well as their possible utilization. Media specialist also are important trainers of teachers for the program of media center instruction as they assist in the development of an integrated media center instructional program in the regular classroom activities (Glasrud, 1971, p. 18).

Instruction and staff development are defined essentially as the formalized program of teaching service instruction is the term selected for aspects relating to students. Staff development is the term used to denote formalized aspects of in-service training of staff teachers to become more effective professionals (Prostano & Prostano, 1971, p. 221).

SUMMARY

Recent studies have indicated changes in school librarianship. In addition to a name and function change, the school media centers and media specialists have moved from a support role to a role integrated into the curriculum. In addition, new tasks are being performed and one of these is the task of instructional development.

In order to determine the involvement of media specialist in instructional development, a study was initiated. The study was organized into three elements: (1) a review of recent studies; (2) a field survey; and (3) a literature review.

Studies in library education, standards and accreditation, and teacher education confirm the change in media center and media personnel functions. The School Library Manpower Project identified that tasks relating to instructional development were being performed in schools. The forthcoming ALA/AECE guidelines further identify and document the performance standards against which instructional development tasks can be measured. In addition, the development of a systematic approach to teaching in elementary schools, IGE/MUS, utilized media center personnel for instructional development.

In a survey of elementary school media centers it was found that approximately 75 percent of the media specialist performed instructional development. Although not conclusive, the survey verified earlier task analysis studies.

Instructional development is a new area of emphasis in school media centers and it is integrated into the media center program as an instructional element rather than as a service. Instructional development is composed of the broad areas of : (1) planning instructional support; (2) participating in instructional design; (3) implementing instruction; (4) evaluation; and (5) instruction and staff development.

Instructional development is suggested to be the emphasis of the school media center of the future.

Appendix A
Terminology[1]

The meaning of terms varies in practice and even in parts of the country. In addition, words and phrases are also subject to change as new developments occur in the fields they describe. A list of terms with accompanying amplification is provided to clarify usage.

PERSONNEL

Media personnel are persons with specialized interest and training who develop and carry out media programs as an integral part of the curriculum. They include all the professional and support members of a media staff.

Media Professional

Any media person, certified or not, who qualifies by training and position to make professional judgments and delineate and maintain media programs or program components. Media professionals may include media specialists, television or film producers, instructional developers, radio station managers, and technical processing (cataloging) specialists, whose duties and responsibilities are professional in nature.

Media Specialist

A person with appropriate certification and broad professional preparation both in education and media, with competencies to carry out a media program. The media specialist is the basic media professional in the school program.

Director of District Media Program

A media professional with appropriate certification and advanced managerial, administrative, and supervisory competencies who qualifies for an administrative or supervisory position.

---

[1] From Media Programs: District and School, 1975, pp.92-99

Appendix A (Cont.)

Head of School Media Program

A media specialist with managerial competencies who is designated as responsible for the media program at the individual school level. Qualifications vary with such factors as the size of the school, size of media staff, and type of program.

Media Technician

A member of the media staff with technical skills in such specialized areas as graphics production and display, information and materials processing, photographic production, operation and maintenance of audiovisual equipment, operation and maintenance of television equipment, and installation of systems components.

Media Aide

A member of the media staff who performs clerical and secretarial tasks and assists as needed in the acquisition, maintenance, inventory, production, distribution, and utilization of materials and equipment.

Media Support Personnel

All persons including technicians and aides who utilize specific skills and abilities to carry out program activities as delineated by professional staff members.

PROGRAM

The media program is the total expression of all media functions including their delineation, their implementation in working with users, and their evaluation and projection. It is realized through interaction among personnel, processes, and information sources. Process is the specialized adaptation of scientific procedures applied to achieving a specific task or an established goal. Information is the communication or reception of knowledge and media are all of the forms and channels used in the transmittal process. The point at which an information transfer or exchange occurs is an interface. The media program, therefore, can be described as patterns of interfacings among program components,

Appendix A (Cont.)

e.g., people, materials, machines, facilities, and environments, managed by media professionals who establish and maintain relationships between or among the components.

School

An organized group of learners under a professional and administrative staff traditionally housed in a building or adjacent buildings, usually part of a larger operational unit.

School Media Program

The media program for a school, conducted through an administrative subunit.

School Media Center

An area or systems of areas in the school where a full range of information sources, associated equipment, and services from media staff are accessible to students, school personnel, and the school community.

District

A local basic administrative unit existing primarily to operate schools, public or nonpublic, or to contract for school services. . . a district may or may not be coterminous with the county, city, or town boundaries and may be identified by such terms as school systems, basic administrative unit, local school system, or local educational agency.

District Media Program

The media program that is conducted at the school district level through an administrative subunit.

Appendix A (Cont.)

Region

A cooperative or legislated combination of districts.

Regional Media Program

The media program conducted by a region.

PROCESSES

A process, as used in this book, relates to a series of planned and related activities that lead to a particular result. District and school media programs use scientific processes that can be applied to a variety of educational problems.

EDUCATIONAL PROGRAM/MEDIA PROCESS

It is recognized that there is a necessity and value of applying scientific principles to educational activity. This is because it further identifies media processes as basic avenues for achieving solutions to individual learning problems. Terms relating to the total educational program with special application to media processes are defined.

Educational Technology

The broad application of scientific processes to the solution of educational problems and the fulfillment of learners.

Instructional Technology

That part of educational technology concerned with applying scientific processes to learning experiences.

Instructional Design

Formulation and selection of management systems for instructional development.

Appendix A (Cont.)

Instructional Systems Components

All resources which can be designed, utilized, and combined in a systematic manner with the intent of achieving learning.

Instructional System(s)

An integrated group of program components organized to accomplish stated objectives.

Instructional Development

The solution of instructional problems through the design and application of instructional systems and their components.

Instructional Product Design

The process of identifying or creating the most effective materials to meet the specific objectives of learning experiences.

TABLE 8.--PERCENT OF ELEMENTARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED TASKS RELATED TO DEVELOPMENT OF THE EDUCATIONAL PROGRAM

TASKS	STAFF POSITION					
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	DISTRICT OR CONTRACT PERSONNEL
PARTICIPATES IN CURRICULUM DEVELOPMENT AND REVISION	72.0	50.0	38.1	6.3	.4	29.5
ASSISTS CURRICULUM COMMITTEES IN SELECTION OF APPROPRIATE MATERIALS FOR RESOURCE UNITS AND CURRICULUM GUIDES	77.8	60.0	47.6	6.3	2.2	25.9
ASSISTS INDIVIDUAL TEACHERS IN CURRICULUM PLANNING	84.9	70.0	28.6	6.3	2.7	7.1
CONDUCTS EVALUATION OF ADEQUACY AND SUITABILITY OF FACILITIES, EQUIPMENT, MATERIALS, AND SERVICES WITH REGARD TO LEARNING OUTCOMES	75.3	52.0	38.1	12.5	.4	25.5
PROVIDES LEADERSHIP IN DETERMINING EDUCATIONAL OBJECTIVES OF LIBRARY SERVICES	86.6	54.0	38.1	...	...	41.0
DEVELOPS LONG-RANGE PLAN COOPERATIVELY WITH FACULTY AND ADMINISTRATION	82.4	56.0	42.9	...	.4	31.4
PLANS COOPERATIVELY WITH FACULTY MEMBERS TO COORDINATE MATERIALS AND LIBRARY ACTIVITIES WITH CURRICULUM PROGRAMS, UNITS, AND TEXTBOOKS.	93.7	72.0	38.1	12.5	1.8	9.6
OBSERVES CLASSROOM WORK TO COORDINATE LIBRARY ACTIVITIES WITH SCHOOL INSTRUCTIONAL PROGRAMS	69.0	52.0	19.0	6.3	...	2.9
PARTICIPATES IN TEAM-TEACHING ACTIVITIES	53.1	48.0	33.3	6.3	.9	.4
PLANS AND DISCUSSES LIBRARY-INVOLVED TOPICS, UNITS, AND ACTIVITIES WITH TEACHERS	92.5	76.0	33.3	...	3.1	5.0
DEVELOPS NEW USES FOR MATERIALS AND EQUIPMENT	84.5	58.0	61.9	25.0	4.9	21.3
ENGAGES IN RESEARCH ACTIVITIES RELATIVE TO EDUCATIONAL MEDIA AND MEDIA CENTER PROGRAMS	53.6	38.0	38.1	6.3	1.3	26.4
WORKS WITH TEACHERS TO DESIGN INNOVATIONS IN INSTRUCTION	76.6	60.0	47.6	6.3	1.3	18.0
TOTAL NUMBER OF SCHOOLS	239	50	21	16	225	239

2 From: School Library Manpower Project, 1969, p.22

Appendix C
Competency-based Job Functions as Task Statements on Area of Learning and Learning Environment[3]

FUNCTION 1: TO APPLY THE PRINCIPLES OF LEARNING AND LEARNING THEORY TO ASSIST THE LEARNER IN HIS PURSUIT OF INDIVIDUAL AND GROUP SEARCH AND INQUIRY

- Plan learning experiences to reinforce the practices of accepted learning theories.
- Identify and evaluate student behavior patterns to assist in the development of productive learning environments.
- Establish a learning environment to facilitate and encourage freedom for open inquiry.
- Provide accessibility of resources to support the teaching-learning process.
- Design and maintain physical facilities conducive to self-directed learning and the learning process.
- Plan physical settings with members of the educational team to establish human and viable learning environments.

FUNCTION 2: TO PARTICIPATE, AS A MEMBER OF THE EDUCATIONAL TEAM, IN THE DESIGN AND CONSTRUCTION OF THE CURRICULUM FOR THE EDUCATIONAL PROGRAM

- Contribute to the determination of instructional objectives for the educational program.
- Communicate the role and potential of the media program to achieve curriculum goals.
- Participate on curriculum committees to assist in curriculum development and revision.

---

[3] From: School Library Manpower Project, 1973, pp.6-9

Appendix C (Cont.)

- Assist curriculum committees by participating in the selection of appropriate media and equipment to support the curriculum.
- Coordinate media resources to support methods of instruction and curriculum design.
- Inform faculty of curriculum trends in general education and specific subject fields.
- Assist individual faculty members to plan curriculum and select appropriate resources.
- Assist faculty to implement innovations in instruction.
- Coordinate plans with faculty to provide assistance to students for the completion of assignments and units of work.

FUNCTION 3: TO PROVIDE LEADERSHIP FOR THE DETERMINATION OF EDUCATIONAL OBJECTIVES FOR THE MEDIA PROGRAM AS AN INTEGRAL PART OF THE EDUCATIONAL PROGRAM OF THE SCHOOL

- Initiate and practice the process of group dynamics.
- Direct media center staff in the development of specific objectives for the media program to support the educational objectives of the school.
- Initiate interviews with faculty, students and other appropriate persons to identify specific instructional objectives.
- Participate with the faculty in the determination of media needs to support the educational objectives.
- Demonstrate the ability to apply a system for the attainment of media program objectives.

FUNCTION 4: TO PLAN LEARNING ACTIVITIES AND OPPORTUNITIES TO ENABLE EACH STUDENT TO ASSUME AN INCREASING AMOUNT OF RESPONSIBILITY FOR PLANNING, UNDERTAKING AND ASSESSING HIS OWN LEARNING

- **Interpret the student's learning environment**

Appendix C (Cont.)

as the total life space of the individual.

- Plan the media center program to incorporate many instructional variables.
- Identify and apply the student's personal views and concerns to facilitate the learning process.
- Involve the student in the development of his own learning activities.
- Employ instructional strategies to support each student's unique learning style.
- Provide media and equipment appropriate to self-directed learning.
- Plan and guide the integration of appropriate media to support specified learning experiences.
- Supplement the media center resources with a variety of community resources to extend the learning environment.
- Utilize student peer groups to help design learning experiences.
- Utilize adult models to assist in the development of positive student attitudes toward learning.
- Provide media and equipment for learning within the home.
- Plan and implement group and self-instructional learning programs to assist students in the utilization of the media center resources.

FUNCTION 5: TO IDENTIFY STUDENT PERFORMANCE CAPABILITIES FOR PARTICULAR TYPE OF LEARNING ACTIVITIES AND TASKS

- Provide feedback to faculty and students

Appendix C (Cont.)

to inform them of student achievement.

- Identify students in need of counseling to the counseling staff.
- Participate in guidance conferences with faculty and parents about student problems and achievements.
- Cooperate with faculty to provide learning activities and resources for identified students with reading and study problems.
- Meet with students to assist them in the solution of educational problems.

FUNCTION 6: TO PARTICIPATE IN A CONTINUOUS PROGRAM OF CURRICULUM ASSESSMENT AND EVALUATION BASED ON THE STATED CURRICULUM OBJECTIVES

- Assist in the development of techniques to evaluate the instructional program.
- Utilize accepted techniques to assess the achievements of the instructional program.
- Develop criteria measures to evaluate the achievements of the media program in support of the instructional program.
- Evaluate instructional systems in the media center to ascertain their contribution to the learning process.
- Design, test and evaluate instructional materials in reference to the achievement of instructional objectives.
- Apply new developments in the media field to test and evaluate their implications for the learning process.

Appendix D
Competencies for Specialists in Instructional Development[4]

The following competencies represent only a partial list from the source indicated.

ORGANIZATION MANAGEMENT FUNCTION

- To organize and reorganize organizational structure to meet goals
- To plan programs/projects
- To initiate agency-funded project
- To administer training center
- To administer/direct project
- To administer training course

PERSONNEL MANAGEMENT FUNCTION

- To staff projects

RESEARCH-THEORY FUNCTION

- To conceptualize theoretical models
- To conduct research project
- To analyze research data
- To improve standards of research projects
- To research strategies for GAT
- To perform research on effectiveness of ITV
- To conduct research on effective training techniques

---

[4] From: Specialist in instructional program development: A competency and task list for specialist and technicians in media management, media product development, and instructional program development, 1974, pp. 45-56.

Appendix D (Cont.)

- To write computer programs for CAI

EVALUATION-SELECTION FUNCTION

- To develop a climate supportive of evaluation
- To plan and focus project evaluation
- To develop evaluation models and techniques
- To collect, process, analyze, and interpret evaluation data
- To preview and select instructional materials
- To evaluate instructional materials
- To pilot test prototype instructional materials

SUPPORT-SUPPLY FUNCTION

UTILIZATION FUNCTION

- To help student identify learning interests and select objectives
- To help student select learning activities to meet objectives
- To help student prepare to use learning activity
- To lecture/make media presentations to large student groups
- To moniter individualized instructional/self-instructional media
- To act as resource for individual/group directed learning activities
- To facilitate group learning process
- To tutor individual students with learning difficulties
- To follow up student work on learning activity

Appendix D (Cont.)

- To perform feasibility study on new equipment
- To conduct survey of media usage

DESIGN FUNCTION

- To design instructional materials for course
- To design programmed instructional materials
- To design materials for instructor training course
- To coordinate design of instructor training course
- To write unit for instructor course
- To write instructor guide for instructional materials
- To coordinate design of automated presentation
- To develop instructional packages for individualized instruction
- To design multi-media presentations
- To improve instruction through systems approach
- To design equipment systems
- To design improved training equipment
- To design new facilities
- To plan instructional space

PRODUCTION FUNCTION

- To coordinate production of materials for course
- To coordinate mass production of course materials
- To write activity frames

Appendix D (Cont.)

UTILIZATION-DISSEMINATION FUNCTION

- To maintain professional status/keep up in field
- To develop dissemination strategies for teacher training project
- To explain individualized instructional project to visitors
- To consult on media use and design
- To promote increase use of instructional television
- To report to management
- To inform teachers on media
- To consult with teachers regarding improving teacher behavior
- To advise product planners on education market
- To facilitate fullest use of commercial products
- To assist content specialist in developing materials
- To teach basic audiovisual course
- To teach interactional analysis
- To teach microteaching

Appendix E
Public Schools Implementing Multiunit Schools[5]

The following multiunit schools are listed in alphabetical order by state, local school district, and school. Both Charles F. Kettering Foundation and the University of Wisconsin Research and Development Center for Cognitive Learning associated schools are included. The listing, however, is limited to multiunit schools with an operational history of one year or more.

CALIFORNIA

Mr. Charles Warda, Principal
Central School
Belmont Public Schools
525 Middle Road
Belmont, California 94002

Ms. Barbara Bandy, Principal
South School
Hillsborough City Schools
303 El Cerrito Avenue
Hillsborough, California 94010

Mr. John Vincent, Principal
Ladera School
Las Lomitas School District
360 La Cuesta Drive
Menlo Park, California 94025

Mr. William Carrico, Principal
La Loma School
Las Lomitas School District
2245 Avy Avenue
Menlo Park, California 94025

Mr. Wilmer Larsen, Principal
Las Lomitas School
Las Lomitas School District
299 Alameda de las Pulgas
Atherton, California 94025

Ms. Minnie B. West, Principal
Martin L. King Elementary Sch.
Oakland City School District
960 Tenth Street
Oakland, California 94607

Mr. Willie Richardson, Principal
Belle Haven School
Ravenswood City Schools
Menlo Park, California 94025

Mr. Vincent Brown, Principal
Costano School
Ravenswood City Schools
2695 Fordham Street
Palo Alto, California 94303

Ms. Helen Smith, Principal
James Flood School
Ravenswood City Schools
320 Sheridan Drive
Menlo Park, California 94025

---

[5] From IGE/Multiunit Elementary Schools 1972-73 Directory, Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin, Madison, Wisc. 53706, 1973

Appendix E (Cont.)

Mr. Don Smith, Principal
Kavanaugh School
Ravenswood City Schools
2450 Ralmar Street
Palo Alto, California 94303

Mr. James Welch, Principal
O'Connor School
Ravenswood City Schools
275 Elliott Drive
Menlo Park, California 94025

Mrs. Virginia Moulden
Principal
Runnymede School
Ravenswood City Schools
1286 Runnymede Street
Palo Alto, California 94303

Mr. Clarence Francois
Principal
Willow School
Ravenswood City Schools
620 Willow Road
Menlo Park, California 94025

COLORADO

Mr. R.J. Morton, Principal
Greenwood Elementary School
Cherry Creek District No. 5
5550 South Holly Street
Englewood, Colorado 80110

Mr. Earl Kennedy, Director
Elementary Learning
Empire Elementary School
Clear Creek County Schools
Empire, Colorado 80438

Mr. Earl Kennedy, Cirector
Elementary Learning
Georgetown Elementary School
Clear Creek County Schools
Post Office Box 370
Idaho Springs, Colorado 80452

Mrs. Maureen Brov, Principal
Guardian Angels School
Denver Parochial Schools
1841 West 52nd Avenue
Denver, Colorado 80221

Sr. Naomi Rosenberger, Principal
St. Mary's Grade School
Denver Parochial Schools
7th and Russell Streets
Walsenburg, Colorado 81089

Mrs. Virginia Hansen, Principal
Cheltenham Elementary School
Denver Public Schools
1580 Julian Street
Denver, Colorado 80205

Mr. Jack G. Hook, Principal
Ebert Elementary School
Denver Public Schools
410 23rd Street
Denver, Colorado 80205

Mr. Arthur E. Harding, Principal
Maddox Elementary School
Englewood Public Schools
700 West Mansfield Avenue
Englewood, Colorado 80110

Mr. Fred Tjardes, Principal
Arlington Elementary School
Greeley Public Schools
23rd Street and 9th Avenue
Greeley, Colorado 80631

Mr. Fred Tjardes, Principal
Cameron Elementary School
Greeley Public Schools
1424 13th Avenue
Greeley, Colorado 80631

Mr. Thomas H. Elliott, Principal
Chappelow East Elementary Sch.
Greeley Public Schools
Post Office Box 9
Evans, Colorado 80620

Appendix E (Cont.)

Mr. T.H. Elliott, Principal
Chappelow West Elementary Sch.
Greeley Public Schools
Post Office Box 9
Evans, Colorado 80620

Mr. Robert Myers, Principal
La Veta Elementary School
La Veta Public Schools
Post Office Box 85
La Veta, Colorado 81055

Mr. Rod Pekarek, Principal
Platte Canyon School
Platte Canyon Public Schools
Post Office Box 158
Bailey, Colorado 80421

Dr. C.T. Pollard, Principal
Avondale Elementary School
Pueblo County Schools
Post Office Box 247
Avondale, Colorado 81022

Mr. Donald Gaylord, Principal
Vineland Elementary School
Pueblo County Schools
RFD 1, Box 444
Pueblo, Colorado 81004

Mr. Oliver Phillips, Principal
South Routt Elementary School
South Routt County Schools
Post Office Box 97
Yampa, Colorado 80483

Mr. James F. Bolin, Principal
South Security Elementary Sch.
Widefield Public Schools
405 Willis Drive
Security, Colorado 80911

CONNECTICUT
(IGE LEAGUES I, II,& III)

Mr. Dino Esposti, Principal
Linden Street School
Plainville Public Schools
69 Linden Street
Plainville, Connecticut 06062

ILLINOIS

Mr. Jim Kessinger, Principal
Greenville Elementary School
Bond County District No. 2
800 North Dewey Street
Greenville, Illinois 62246

Mr. Lloyd Mueller, Principal
Canterbury Elementary School
Crystal Lake Schools No. 47
875 Canterbury Drive
Crystal Lake, Illinois 60014

Mr. Martin W. Anderson
Principal
Coventry Elementary School
Crystal Lake Schools No. 47
820 Darlington Lane
Crystal Lake, Illinois 60014

Mr. Ronald Hale, Principal
Belle Aire School
Downers Grove Schools No. 58
3935 Belle Aire Lane
Downers Grove, Illinois 60515

Mr. Vernon Langley, Principal
El Sierra School
Downers Grove Schools No. 58
6835 Fairmount Street
Downers Grove, Illinois 60515

Mr. Bob Eberle, Principal
N.O. Nelson School
Edwardsville Schools No. 7
1225 West High Street
Edwardsville, Illinois 62025

Mr. Claude Crase, Principal
Elmer H. Franzen Elementary Sch.
Itasca Public Schools No. 10
730 North Catalpa Street
Itasca, Illinois 60143

Mr. C.W. Wareham, Principal
Washington School
Itasca Public Schools No. 10
301 East Washington Street
Itasca, Illinois 60143

Appendix E (Cont.)

Mr. Harry D. Emrick, Principal
Dwight D. Eisenhower Elem. Sch.
Jacksonville Public Schools
1801 West Lafayette Avenue
Jacksonville, Illinois 62650

Mr. Peter Burckle, Principal
Peter Hoy Elementary School
Lombard Public Schools No. 44
820 South Finley Road
Lombard, Illinois 60148

Mr. Thomas Hall, Principal
Medinah South School
Medinah Public Schools No. 11
22 West 300 Sunnyside Road
Medinah, Illinois 61057

Mr. Albert Stealy, Principal
Jefferson Elementary School
Mundelein Public Schools No. 75
330 North California Avenue
Mundelein, Illinois 60060

Mr. J.P. Schockmel, Principal
Lincoln Elementary School
Mundelein Public Schools No. 75
200 West Maple Street
Mundelein, Illinois 60060

Mr. E.C. Bonhivert, Principal
Mechanics Grove School
Mundelein Public Schools No. 75
1200 Midlothian Boulevard
Mundelein, Illinois 60060

Mr. A.D. Stealy, Principal
Carl Sandburg Jr. High School
Mundelein Public Schools No. 75
855 West Hawley Street
Mundelein, Illinois 60060

Mr. Dave Dossett, Principal
Washington Elementary Sch.
Mundelein Public Schools No. 75
122 South Garfield Avenue
Mundelein, Illinois 60060

Mr. Richard Virgin, Principal
J.E. Hinchcliffe School
O'Fallon Community Schools
707 North Smiley Street
O'Fallon, Illinois 62269

Mrs. Becky Day, Principal
Nash Elementary School
Oregon Schools No. 220
5th and Madison Streets
Oregon, Illinois 61061

Principal
Pope County Elementary School
Pope County Schools No. 1
Golconda, Illinois 62938

Mr. R.J. Summerfield, Principal
Hanover Highlands School
Schaumburg-Roselle Schools
1451 Cypress Avenue
Hanover Park, Illinois 60172

Mr. Ervin Thomas, Principal
W.F. Fierke Education Center
Tinley Park Schools No. 146
17248 67th Avenue
Tinley Park, Illinois 60477

Mr. John Mason, Principal
Woodland Elementary School
Woodland Schools No. 50
1700 Gages Lake Road
Gages Lake, Illinois 60030

INDIANA

Mrs. M.A. Bradley, Principal
Audobon School
Indianapolis Public Schools
2050 Winter Avenue
Indianapolis, Indiana 46218

Appendix E (Cont.)

Mr. J. Hayes, Principal
Charity Dye School
Indianapolis Public Schools
545 East 19th Street
Indianapolis, Indiana 46202

Mr. Gordon E. Harker, Prin.
Flackville School
Indianapolis Public Schools
2930 Lafayette Road
Indianapolis, Indiana 46222

Mrs. Betty Chesley, Principal
Hazel Hart Hendricks School
Indianapolis Public Schools
2605 East 25th Street
Indianapolis, Indiana 46218

Mr. Dan Langell, Principal
John Hope School
Indianapolis Public Schools
1301 East 16th Street
Indianapolis, Indiana 46202

Ms. E.T. Warfield, Principal
James Russell Lowell School
Indianapolis Public Schools
2301 North Olney Street
Indianapolis, Indiana 46218

Ms. E.R. Relford, Principal
Perry Morton School
Indianapolis Public Schools
2101 College Avenue
Indianapolis, Indiana 46202

Mr. Benjamin Johnson, Principal
Francis W. Parker School
Indianapolis Public Schools
2353 Columbia Street
Indianapolis, Indiana 46205

MASSACHUSETTS

Ms. Isabelle Dobbie, Principal
Shawsheen School
Andover Public Schools
Ann's Lane
Andover, Massachusetts 01810

Mr. Daniel Horgan, Principal
Byam School
Chelmsford Public Schools
Maple Road
Chelmsford, Massachusetts
01824

Ms. Evelyn Desmarais, Principal
Harrington School
Chelmsford Public Schools
Richardson Road
North Chelmsford, Massachusetts
01863

Ms. Joanne Myers, Principal
Shawsheen School
Westford Public Schools
Shawsheen Street
Wilmington, Massachusetts
01887

MINNESOTA

Mr. David Strand, Principal
Garfield Elementary School
Alexandria Schools No. 206
Garfield, Minnesota 56332

Mr. Paul Olberg, Principal
Atwater Elementary School
Atwater Public Schools No. 341
Atwater, Minnesota 56209

Mr. Roger Lee, Principal
Buffalo Lake Elementary Sch.
Buffalo Lake Schools No. 647
Buffalo Lake, Minnesota 55314

Mr. Bernie Pelstring, Principal
Boyd Elementary School
Dawson Public Schools No. 378
Boyd, Minnesota 56218

Mr. C.L. Olson, Principal
Dawson Elementary School
Dawson Public Schools No. 378
Dawson, Minnesota 56232

Appendix E (Cont.)

Mr. Bert M. Raney, Principal
Granite Falls Elementary School
Granite Falls Public Schools
Granite Falls, Minnesota 56241

Mr. R. Paul Jette, Principal
Madison Elementary School
Madison Public Schools No. 377
Madison, Minnesota 56256

Mr. Lloyd Oleson, Principal
Sanford Elementary School
Montevideo Public Schools
Montevideo, Minnesota 56265

Mr. Ken Stanek, Principal
Hill Elementary School
Pipestone Public Schools No. 583
6th Avenue Southwest
Pipestone, Minnesota 56164

Mr. Donald Buckman, Principal
Portland Elementary School
Richfield Public Schools No. 280
7201 4th Avenue South
Richfield, Minnesota 55423

Mr. Harold Davis, Principal
Central Park Elementary Sch.
Roseville Public Schools No. 623
535 West County Road B-2
Roseville, Minnesota 55113

Mr. Alton J. Boonstra, Principal
Jefferson Elementary School
Willmar Public Schools No. 347
611 West 5th Street
Willmar, Minnesota 56201

Mr. John C. Johnson, Principal
Reading Elementary School
Worthington Public Schools
Post Office Box 48
Reading, Minnesota 56165

NEBRASKA

Ms. Inez Baker, Principal
Eastridge School
Lincoln Public Schools
6245 L Street
Lincoln, Nebraska 68510

Ms. Ruthelen Sittler, Principal
Hawthorne School
Lincoln Public Schools
300 South 48th
Lincoln, Nebraska 68510

Ms. Ruth Eickman, Principal
Holmes School
Lincoln Public Schools
52 and Sumner Streets
Lincoln, Nebraska 68506

Mr. Dan Navratil, Principal
Lakeview School
Lincoln Public Schools
300 Capitol Beach Boulevard
Lincoln, Nebraska 68528

Mr. Vern Martin, Principal
Pershing School
Lincoln Public Schools
6402 Judson Street
Lincoln, Nebraska 68507

Mr. Bernard Nutt, Principal
Prescott School
Lincoln Public Schools
2024 South 20th Street
Lincoln, Nebraska 68502

Mr. D.C. Hansen, Principal
Oakdale Elementary School
Omaha Community Schools
98 and Center Streets
Omaha, Nebraska 68124

Appendix E (Cont.)

NEW JERSEY

Mr. I.S. Ziegler, Principal
Anna C. Scott School
Leonia Public Schools
Highland Street
Leonia, New Jersey 07605

Mr. Leonard Bornstein
Principal
Collins Elementary School
Livingston Public Schools
67 Martin Road
Livingston, New Jersey 07039

Mr. Richard DiDio, Principal
Maude Wilkins Elementary Sch.
Maple Shade Public Schools
West Mill Road
Maple Shade, New Jersey 08052

Mr. John Richardson, Principal
Merriam Avenue School
Newton Public Schools
Merriam Avenue
Newton, New Jersey 07860

Sr. Mary Theon, Principal
St. Mary's Elementary Sch.
Perth Amboy Parochial Schools
103 Centre Street
Perth Amboy, New Jersey 08861

Mr. Stanley Massarsky, Prin.
Clarendon School
Secaucus Public Schools
685 Fifth Street
Secaucus, New Jersey 07094

Mr. Dennis Kelly, Principal
Ventnor Middle School
Ventnor City Public Schools
Ventnor City, New Jersey
08406

Mr. John Richards, Principal
Winslow School
Vineland Public Schools
Magnolia Avenue
Vineland, New Jersey 08360

Mr. Francis DeBell, Principal
Marie V. Duffy School
Wharton Public Schools
East Central Avenue
Wharton, New Jersey 07885

OHIO

Mr. H.E. Cullar, Principal
Market Street School
Boardman Local Schools
5555 Market Street
Boardman, Ohio 44512

Mr. Robert Savage, Principal
Normandy Elementary School
Centerville City Schools
401 Normandy Ridge Road
Centerville, Ohio 45459

Mr. William Dunmire, Principal
William S. Guy School
Liberty Local Schools
4115 Shady Road
Youngstown, Ohio 44505

Mr. Vern Miller, Principal
East Side Elementary School
Mississinawa Valley Schools
116 Sycamore Street
Union City, Ohio 47390

Mr. Orville Roach, Principal
New Miami Elementary School
New Miami Local Schools
600 Riverside Drive
Hamilton, Ohio 45011

Mr. Donald Bennett, Principal
Starr Elementary School
Oregon Public School District
3230 Starr Avenue
Oregon, Ohio 43616

Mrs. Marjorie Slayton, Prin.
Ottawa Hills Elementary School
Ottawa Hills Public Schools
3602 Indian Road
Toledo, Ohio 43606

Appendix E (Cont.)

Ms. Claire Jacobi, Principal
Whiteford Elementary School
Sylvania Public Schools
4708 Whiteford Road
Sylvania, Ohio 43560

Mr. Alfred Mackey, Principal
Martin Luther King School
Toledo Public Schools
1415 Lawrence
Toledo, Ohio 43607

Mr. Albert R. Rich, Principal
McKinley School
Warren Public Schools
1321 Elm Road, N.E.
Warren, Ohio 44483

Ms. Alice Flowers, Principal
Mills Lawn Elementary School
Yellow Springs Schools
Yellow Springs, Ohio 45387

Sr. Teresa Winsen, Principal
Immaculate Conception School
Youngstown Diocese
810 Oak Street
Youngstown, Ohio 44506

Mr. Samuel A. Loree, Principal
Paul C. Bunn School
Youngstown Public Schools
1825 Sequoya Drive
Youngstown, Ohio 44514

SOUTH CAROLINA

Mr. J.E. Copeland, Principal
Sharon Elementary School
Abbeville Public Schools
Route No. 3
Abbeville, South Carolina
29620

Mr. Kenneth V. Willis,
Principal
East Aiken Elementary School
Old Wagener Road
Aiken, South Carolina 29801

Mr. Marion Webb, Principal
Ridge Spring-Monetta Elementary
School
Aiken County Schools
Post Office Box 386
Ridge Springs, South Carolina
29129

Mrs. Jennie K. Kelly,
Principal
Mrs. Linda C. Westbrook, Secy.
Lewisville Elementary School
Chester County Schools
Route 1, Box 120
Edgemoor, South Carolina 29712

Mr. S.P. Massey, Principal
Hardeeville Elementary School
Jasper County Schools
Post Office Box 584
Hardeeville, South Carolina
29927

Ms. Anne R. Nims, Principal
McDonald Green Elementary Sch.
309 Ferguson Street
Lancaster, South Carolina
29720

Ms. Virginia Pack, Principal
Belvedere Elementary School
Richland County Schools No. 1
3602 Thurmond Street
Columbia, South Carolina
29204

Mr. J. Alvin Shaw, Principal
John P. Thomas Elementary
School
Richland County Schools No. 1
6001 Weston Avenue
Columbia, South Carolina
29204

Appendix E (Cont.)

Mr. D.F. Barber, Jr.
Principal
Willow Drive Elementary School
Sumter County Schools
Willow Drive
Sumter, South Carolina 29150

WISCONSIN

Mr. Robert Gilpatrick
Principal
Willson Elementary School
Baraboo Public Schools
146 Berkley Boulevard
Baraboo, Wisconsin 53913

Mr. John Wohlfarth, Principal
General Mitchell School
Cudahy Public Schools
5950 South Illinois Avenue
Cudahy, Wisconsin 53110

Mr. Richard Greivell,
Principal
Park View Elementary Sch.
Cudahy Public Schools
5555 South Nicholson Avenue
Cudahy, Wisconsin 53110

Mr. Joseph Rosenberg,
Principal
Mt. Washington School
Eau Claire District No. 5
1710 Menomonie Street
Eau Claire, Wisconsin 54701

Mr. Gerald McDermot, Principal
Cleveland Elementary School
Fond du Lac Public Schools
366 West Scott Street
Fond du Lac, Wisconsin 54935

Mr. Gerald McDermot, Principal
Sarah Fahey Primary School
Fond du Lac Public Schools
247 Doty Street
Fond du Lac, Wisconsin 54935

Ms. M.J. McDonald, Principal
Margaret K. Roberts Elementary School
FOnd du Lac Public Schools
270 Candy Lane
Fond du Lac, Wisconsin 54935

Mr. C.A. Averkamp, Principal
Dunwood School
Fox Point-Bayside Schools
217 West Dunwood Road
Milwaukee, Wisconsin 53217

Dr. Byron E. Kopp, Principal
Grantsburg Elementary School
Grantsburg Public Schools
Grantsburg, Wisconsin 54840

Mr. Robert Borucki, Principal
Henry S. Baird School
Green Bay Joint Schools No. 1
539 Laverne Drive
Green Bay, Wisconsin 54301

Mr. K.R. Kreuger, Principal
Keller Elementary School
Green Bay Joint Schools No. 1
1806 Bond Street
Green Bay, Wisconsin 54303

Mr. J.K. Jirikovec, Principal
John F. Kennedy School
Green Bay Joint Schools No. 1
1754 Ninth
Green Bay, Wisconsin 54304

Mr. Theodore Herzog, Principal
MacArthur School
Green Bay Joint Schools No. 1
1331 Hobart Drive
Green Bay, Wisconsin 54303

Mr. Robert Cook, Principal
Adams Elementary School
Janesville Public Schools
1138 East Memorial Drive
Janesville, Wisconsin 53545

Appendix E (Cont.)

Mr. Elden Iverson, Principal
Grant Elementary School
Janesville Public Schools
1420 West Court Street
Janesville, Wisconsin 53545

Mr. Wayne J. Flury, Principal
Madison Elementary School
Janesville Public Schools
331 North Grant Street
Janesville, Wisconsin 53545

Mr. R.E. Skyles, Principal
Monroe Elementary School
Janesville Public Schools
55 South Pontiac Drive
Janesville, Wisconsin 53545

Mr. Jack L. Hackett, Principal
Van Buren Elementary School
Janesville Public Schools
1515 Lapham Street
Janesville, Wisconsin 53545

Mr. Elden Iverson, Principal
Washington Elementary School
Janesville Public Schools
811 North Pine Street
Janesville, Wisconsin 53545

Mr. Vito Racanelli, Principal
Johnson Creek School
Johnson Creek Community Schools
111 South Street
Johnson Creek, Wisconsin 53038

Mr. H.W. Upright, Principal
Bose Elementary School
Kenosha Unified District No. 1
1900 15th Street
Kenosha, Wisconsin 53140

Mr. Merle Sweet, Principal
Randall Elementary School
Madison Public Schools
1802 Regent Street
Madison, Wisconsin 53705

Mr. Eugene Krejcarek, Principal
Jackson Elementary School
Manitowac Public Schools
1201 North 18th Street
Manitowac, Wisconsin 54220

Ms. Constance Foley, Principal
McKinley Elementary School
Manitowac Public Schools
1010 Huron Street
Manitowac, Wisconsin 54220

Mr. R.J. Rosinsky, Principal
Stangel Elementary School
Manitowac Public Schools
1002 East Cedar Avenue
Manitowac, Wisconsin 54220

Mr. Frank Parsons, Principal
Jefferson Elementary School
Menasha Public Schools
Second Street
Menasha, Wisconsin 54952

Mr. Frank Parsons, Principal
Nicolet Elementary School
Menasha Public Schools
Ahnaip Street
Menasha, Wisconsin 54952

Mrs. Dorothy Reddy, Principal
Harmony Elementary School
Milton Area Schools
Route No. 2
Janesville, Wisconsin 53545

Mr. Roland Socwell, Principal
Janesville Consolidated Sch.
Milton Area Schools
Route No. 2
Janesville, Wisconsin 53545

Mr. Joseph Ban, Principal
Milton West Elementary School
Milton Area Schools
825 West Madison Avenue
Milton Junction, Wisconsin
53564

Appendix E (Cont.)

Mr. David E. Engen, Principal
Ashippun Elementary School
Oconomowoc Public Schools
295A CTH "O"
Oconomowoc, Wisconsin 53066

Ms. Marian Ubbelohde, Principal
Fairview Elementary School
Plymouth School District No. 8
Bruns Avenue
Plymouth, Wisconsin 53073

Mr. J.R. Ferguson, Principal
Stephen Bull Elementary School
Racine Public Schools
815 DeKoven Avenue
Racine, Wisconsin 53405

Mr. John Blickle, Principal
Franklin Elementary School
Racine Public Schools
1012 Center Street
Racine, Wisconsin 53403

Mr. Earl I. Nelson, Principal
W.C. Giese Elementary School
Racine Public Schools
5120 Byrd Avenue
Racine, Wisconsin 53403

Mr. Lawrence Terry, Principal
Jefferson Elementary School
Racine Public Schools
1722 West 6th Street
Racine, Wisconsin 53404

Mr. Paul Schwandt, Principal
Beatrice O. Jones Elementary School
Racine Public Schools
3300 Chickory Road
Racine, Wisconsin 53403

Mr. Duane B. Barnes, Principal
North Park Elementary School
Racine Public Schools
4748 Elizabeth Street
Racine, Wisconsin 53402

Mr. Allen Onnink, Principal
Frederick Schulte Elementary School
Racine Public Schools
8515 Westminster Drive
Sturtevant, Wisconsin 53177

Mr. Raymond L. Schueffner
Principal
Winslow Elementary School
Racine Public Schools
1325 Park Avenue
Racine, Wisconsin 53403

Ms. Mary Kratochvil, Principal
Hilltop Elementary School
Rice Lake Area Schools
204 Cameron Road
Rice Lake, Wisconsin 54868

Ms. Vera Bailey, Principal
Jefferson Elementary School
Rice Lake Area Schools
30 Phipps
Rice Lake, Wisconsin 54868

Mr. Herbert Calkins
Principal
Rice Lake Middle School
Rice Lake Area Schools
204 Cameron Road
Rice Lake, Wisconsin 54868

Mrs. Peg Wells, Principal
Greenwood Elementary School
River Falls Public Schools
418 North 8th Street
River Falls, Wisconsin 54022

Mr. D. Joe Haller, Principal
Westside Elementary School
River Falls Public Schools
1007 West Pine Street
River Falls, Wisconsin 54022

Mr. Orville N. Sell, Principal
Black Creek Elementary School
Seymour Community Schools
Post Office Box 237
Nichols, Wisconsin 54152

Appendix E (Cont.)

Mr. Richard Wiedemann, Principal
Rock Ledge Elementary School
Seymour Community School
330 West Hickory Street
Seymour, Wisconsin 54165

Mr. S.A. Sandstrom, Principal
Madison Elementary School
Stevens Point Schools
600 Maria Drive
Stevens Point, Wisconsin 54481

Mr. Eugene LaRose, Principal
McKinley Elementary School
Stevens Point Schools
2926 Blaine Street
Stevens Point, Wisconsin 54481

Mr. Steve Bogaczyk, Principal
Washington Elementary School
Stevens Point Schools
3500 Prais Street
Stevens Point, Wisconsin 54481

Mr. V.C. Anderson, Principal
Blaine Elementary School
Superior Public Schools
823 Belknap Street
Superior, Wisconsin 54880

Mr. Robert Steinfeldt
Principal
Fox Lake Elementary School
Waupun Public Schools
Depot Street
Fox Lake, Wisconsin 53933

Mr. Vernon Wanish, Principal
Jefferson Elementary School
Waupun Public Schools
Beaver Dam Street
Waupun, Wisconsin 53963

Mr. Vernon Wanish, Principal
Lincoln Elementary School
Waupun Public Schools
West Brown Street
Waupun, Wisconsin 53963

Mr. Jon Litscher, Principal
Washington Elementary School
Waupun Public Schools
Young Street
Waupun, Wisconsin 53863

Mr. John Cain, Principal
McLane Elementary School
West Bend Public Schools
833 Chestnut Street
West Bend, Wisconsin 53095

Mr. Allan Schultz, Principal
Wisconsin Dells Elementary Sch.
Wisconsin Dells Public Schools
400 Washington Avenue
Wisconsin Dells, Wisconsin
53965

Mr. Evan Vieregge, Principal
Black Earth Elementary School
Wisconsin Heights Schools
1133 Center Street
Black Earth, Wisconsin 53515

Mr. Lawrence Lampsa, Principal
Mazomanie Elementary School
Wisconsin Heights Schools
314 Anne Street
Mazomanie, Wisconsin 53560

Mr. Paul B. Ubbesen, Principal
Henry G. Rosenow Elementary Sch.
Fond du Lac Public Schools
290 Weis Avenue
Fond du Lac, Wisconsin 54935

Mr. Jerome Sullivan, Principal
Elizabeth Waters Elementary Sch.
Fond du Lac Public Schools
495 Wabash Avenue
Fond du Lac, Wisconsin 54935

Appendix F
Field Survey Questionnaire

The purpose of this questionnaire is to learn the extent that the Media Center is involved in educational program/instructional development in a multiunit school. It would be appreciated if you would answer the following questions and return this questionnaire in the attached envelope.

QUESTIONNAIRE

The following tasks/functions are provided by the Media Center (Please circle the correct answer).

1. Participates in curriculum development and revisions..YES NO
2. Assists curriculum committees in selection of appropriate materials for resource units and curriculum guides .....YES NO
3. Assists individual teachers in curriculum planning....YES NO
4. Conducts evaluation of adequacy and suitability of facilities, equipment, materials, and services with regard to learning outcomes.....YES NO
5. Provides leadership in determining educational objectives of media center services.....YES NO
6. Develops long-range plan cooperatively with faculty and administration.....YES NO
7. Plans cooperatively with faculty members to coordinate materials and media center activities with curriculum programs, units, and textbooks.....YES NO
8. Observes classroom work to coordinate media center activities with school instructional programs.....YES NO
9. Participates in team-teaching activities.....YES NO
10. Plans and discusses media center-involved topics, units, and activities with teachers.....YES NO
11. Develops new uses for materials and equipment.....YES NO
12. Engages in research activities relative to educational media and media center programs.....YES NO
13. Works with teachers to design innovations in instruction.....YES NO

Appendix G
Instructional Support Planning Outline[6]

The following outline suggests a step-by-step procedure which may be followed by teacher and media specialist when planning together.

THE TEACHER AND THE MEDIA SPECIALIST IN A SCHEDULED CONFERENCE DETERMINE THE DEVELOPMENT, SUPPORT NEEDS OF THE UNIT OR TEACHING PLAN BY IDENTIFYING

- Unit goals
- Behavorial objectives
- Special class, group, and individual student needs, interests, goals, abilities, progress rates, and concerns
- Specific topics, concepts, skills, and attitudes, to be introduced, reinforced, and extended

THE TEACHER AND MEDIA SPECIALIST ANALYZE THE BASIC COMPONENTS OF THE UNIT OR TEACHING PLAN WHICH REQUIRE THE DIRECT SUPPORT OF INSTRUCTIONAL MEDIA BY

- Identifying specific topics in the cognitive area under the following headings

  What persons?
  What places?
  What things?
  What events?
  What concepts?
  What fundamentals?

- Identifying specific topics in the affective area

  What attitudes?
  What appreciations?
  What value judgments?
  What self-perceptions?

---

[6] From Davies, 1974, pp. 58-60

Appendix G (Cont.)

- Identifying specific learning skills

  Listening
  Recalling
  Observing
  Outlining
  Comparing
  Summarizing
  Classifying
  Generalizing
  Making assumptions
  Analyzing
  Criticizing
  Problem solving
  Interpreting
  Synthesizing
  Communicating

- Identifying specific possibilities for tie-ins with previous learnings
- Identifying culminating activities
- Identifying evaluation procedures and techniques

THE TEACHER AND THE MEDIA SPECIALIST SHARE THE RESPONSIBILITY FOR

- Determining how each topic can best be developed
- Determining which experiences will be required of

  The entire class
  Special groups
  Individual students

- Designing strategies for

  Introduction of unit
  Linking ideas
  Stimulating creativity
  Encouraging group interaction
  Stimulating divergent thinking
  Sustaining interest
  Encouraging of student self-evaluation of progress

- Designing appropriate learning guides
- Designing optional and/or branching experiences and activities

Appendix G (Cont.)

- Determining which learning experiences can best occur

  In the classroom
  In the school media center
  In the large group instruction room
  In the seminar rooms
  In other areas of the school
  In the community

- Giving consideration to the following

  How can understanding be facilitated?
  How can learning be developed logically?
  How can learning be individualized?
  How can failure be avoided?
  How can boredom and frustration be minimized?
  How can interest be motivated, sustained, and rewarded?
  How can creativity be stimulated?
  How can previous learnings be reinforced and extended?
  How can relevancy be assured?
  How can open-ended learning be encouraged?
  How can learning be extended into other curricular and co-curricular areas?
  How can alternative enrichment experiences be provided?

THE LIBRARY MEDIA SPECIALIST BUILDS A SCHOOL MEDIA CENTER SUPPORT PROGRAM TO MATCH THE DEVELOPMENTAL NEEDS OF THE TEACHER'S UNIT OR PLAN BY

- Searching for appropriate media
- Determining media usage sequences and patterns
- Designing optional learning experiences
- Designing and producing or planning to have the students produce media to meet special needs
- Assembling and grouping media

THE TEACHER AND THE MEDIA SPECIALIST SHARE THE RESPONSIBILITY FOR IMPLEMENTING THE SCHOOL MEDIA CENTER SUPPORT PLAN

Appendix G (Cont.)

- The teacher preschedules class, group, and individual student

  Use of the school media center
  Use of other school facilities
  Field trips and laboratory experiences
  Culminating activities

- The students work in the school media center

  The media specialist serves as teacher, consultant, and mentor
  The students in conference with the teacher determine program adjustment and modification

THE TEACHER AND THE MEDIA SPECIALIST DETERMINE THE EFFECTIVENESS OF THE MEDIA SUPPORT PROGRAM AS EVIDENCED IN THIS UNIT

- The media specialist, at the invitation of the teacher, participates in the culminating activities

- The media specialist solicits suggestions and criticism from the students

- The teacher shares with the media specialist his evaluation of the effectiveness of the unit

  Identifying learning experiences and activities which were successful
  Identifying learning experiences and activities which were less than successful and need to be deleted or modified
  Identifying areas of student interest which emerged during the teaching of the unit and are to become part of the unit when next taught
  Suggesting possible changes in content, process, and media usage when unit is next taught

- The media specialist makes an anecdotal record of changes to be made in the content of the unit and in the procedure

  Files the unit outline, work sheets, bibliographies, learning guides, and anecdotal report in the school media center's curriculum file under the teacher's name
  Adds to the "To Be Purchased List" the added copies of titles needed for this unit
  Adds to the "Areas and Topics Needing Additional Materials List" those areas and topics not adequately covered in the existing collection

Appendix H
Instructional Design Services[7]

Supplying basic curricular guides, checklists, criteria, and outlines such as :

- Criteria for developing and evaluating curriculum guides
- Outline of a resource unit
- Guide for constructing mini-courses
- Elementary reading interest inventory
- Social Studies skills continuum
- Criteria for selection of instructional materials
- Citizen's request form for reevaluation of materials
- Criteria for selection of curriculum packages

Obtaining sample courses of study

Obtaining sample resource units

Obtaining for committee consideration professional publications and research studies germaine to topics being discussed and explored

Obtaining for committee consideration resources to tupport new curricular areas of emphasis

Obtaining for committee consideration sample textbooks to match new curricular areas of emphasis

Helping to design learning guides to facilitate the integration of study skills in new courses of study

Helping to design pilot studies to test operationally new content, new techniques, new procedures, new media, and new organizational patterns

---

[7] From Davies, 1974, p. 61&62

Appendix H (Cont.)

Helping to design media center-based units for those curricular areas which demand resources, facilities, equipment, and guidance beyond that available in the classroom

Helping to design optional learning experiences and alternatives roads to be followed in achieving behavorial objectives

REFERENCES

Brickell, H.M. Implementing educational change. School Libraries, Summer 1970.

Case, R.M. & Lowery, A.M. School library manpower project: A report on phase I. American Libraries, January 1971.

Dane, C. The librarian in curriculum development. Education, November 1962.

Davies, R.A. The school library media center: A force for educational excellence. New York: Bowker Co., 1974.

Gillespie, J.T. & Spirt, D.L. Creating a school media program. New York: Bowker Co., 1973.

Glasrud, G. The multiunit school depends on the IMC. Wisconsin library bulletin, January-February 1971.

IGE/Multiunit elementary schools 1972-73 directory. Madison: Wisconsin Reaearch and Development Center for Cognitive Learning, 1973.

Individually guided education: Ninth annual report 1971-72. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1973.

Klausmeyer, H.J., Quilling, M.R., Sorenson, J.S., Way, R.S., & Glasrud, G.R. Individually guided education and the multiunit school: Guidelines for implementation. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1971.

Lowery, A.M. School library manpower launches phase II. Audiovisual instruction, January 1972.

Media programs: District and school (preliminary). Chicago: American Library Assn. and Assn. of Educational Communications and Technology, 1975 (expected).

Peterson, G.T. The learning center: A second time around. Audiovisual instruction (Evaluating learning resources programs), September 1974.

Petzold, R. Progress report: The role of the specialist teacher in IGE. IGE News, Spring 1974.

Prostano, E.T. & Prostano, J.S. The school library media center. Littleton, Colo: Libraries Unlimited, 1971.

Shadick, R.H. The school librarian: A key to curriculum development. The elementary school, March 1962.

Swarthout, C.R. The school library as part of the instructional system. Metuchen, N.J.: Scarecrow Press, 1967.

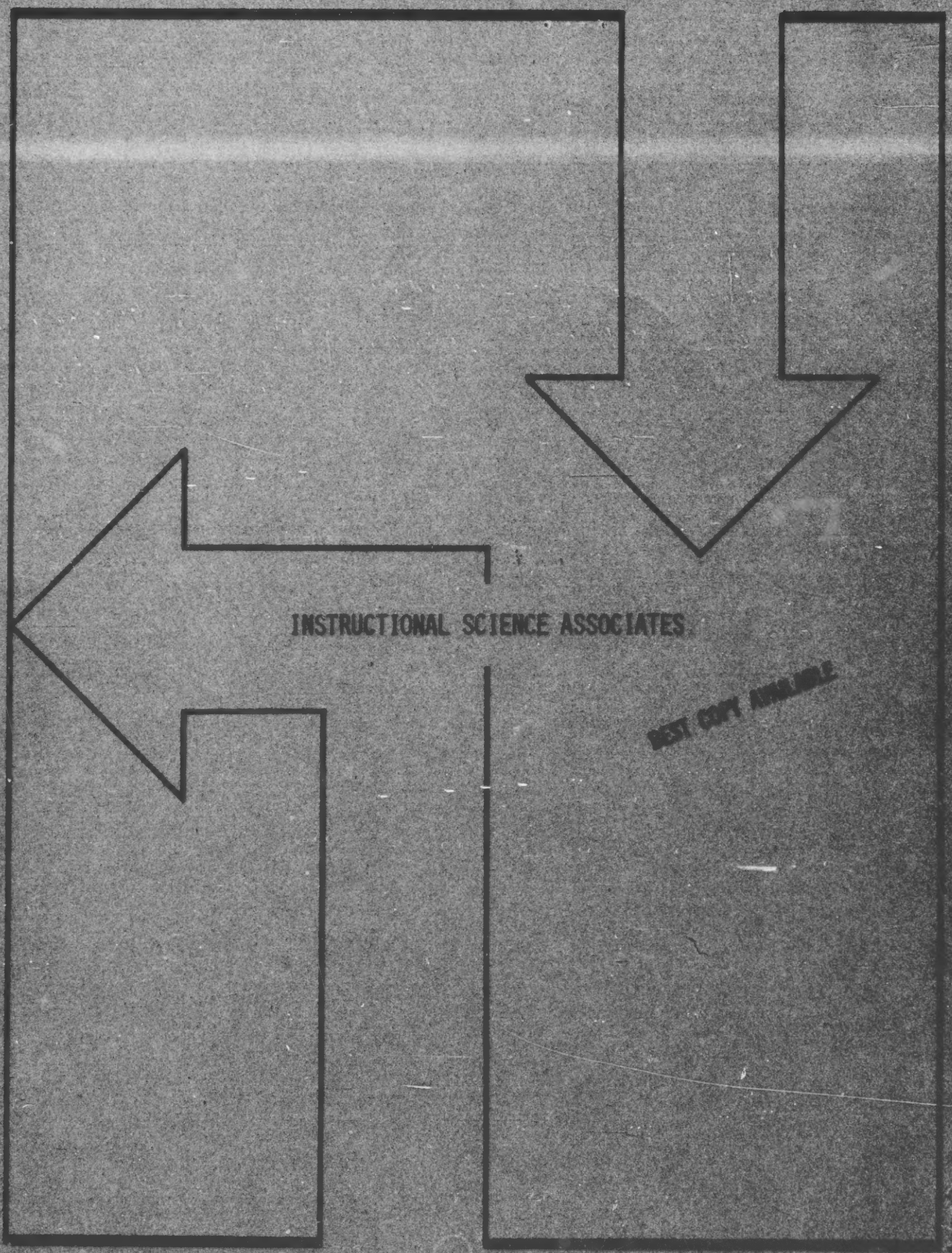
School Library Manpower Project: Behavorial requirements analysis checklist: A compilation of job functions and task statements for school library media personnel. Chicago: American Library Assn., 1973.

School Library Manpower Project. School library personnel task survey. Chicago: American Library Assn., 1969.

School Library Manpower Project. Occupational definitions for school library media personnel. Chicago: American Library Assn., 1971.

School library manpower project: Phase I -- Final report. Chicago: American Library Assn., 1970.

Specialist in instructional program development. A competency and task list for specialist and technicians in media management, media product development, and instructional program development. Audiovisual instruction (Certification and accreditation), November 1974.



BEST COPY AVAILABLE